



COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

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Mt. SAC Consortium

Program Area 2 – Classes for Immigrants

English as a Second Language

Competencies: Listening, Speaking, Reading, Writing and Grammar



Participants:

Baldwin Park: **George Funk**, Bassett: **Louis Kreslie, Linda Packard, Trudi Sparnicht**;

Hacienda-La Puente: **Nadine Elhaj**; Mt. SAC: **Maria Azpeitia, L.E. Foisia, Mina Fowler**; Pomona: **Judy McFadden**;

Rowland: **Cynthia Clark, Nancy Lopez, Janna Socash, Ami Takanashi**;

Tri-Community: **Victoria Bañuelos, Celia Carter, Cornella Ver Halen**

Skill Area: Listening

Beginning Literacy	Beginning Low	Beginning High
<ol style="list-style-type: none"> 1. Demonstrate understanding of simple, face-to-face conversations, (e.g., <i>"How are you?" "Welcome to class".</i>) 2. Demonstrate understanding of routine announcements (e.g. <i>"Today is Friday." "It's break time."</i>) 3. Demonstrate understanding of some simple words, phrases and questions for daily living (life skills) 4. Respond appropriately to high frequency commands 5. Recognize words that signal differences between past, present and future events (e.g., <i>now, tomorrow, yesterday</i>) 6. Recognize one and two digit number names and the names and sounds of letters 7. Identify phone numbers, zip codes, addresses and social security numbers 8. Listen to a conversation and identify a familiar topic by pointing, or repeating key vocabulary 9. Respond to basic spatial words, such as up/down; left/right; and here/there 10. Respond appropriately to basic directions and short emergency warnings 	<ol style="list-style-type: none"> 1. Demonstrate understanding of some introductions/greetings and everyday classroom interactions 2. Demonstrate understanding of simple words, phrases, and questions drawn from learned topics 3. Demonstrate understanding of some simple WH and yes/no questions 4. Respond appropriately to commands in affirmative and negative forms (e.g. <i>"Sit down. Don't sit down."</i>) 5. Demonstrate understanding of time in simple present and present continuous verb tenses and some simple past 6. Demonstrate understanding of subject pronouns and demonstrative pronouns in a conversation 7. Demonstrate understanding of prepositions of location and time (e.g., <i>on, at, in, under, before, and after</i>) 8. Demonstrate understanding of a one paragraph short story by answering yes/no questions/information questions/ or repeating key vocabulary 9. Demonstrate understanding of simple directions to get from place to place by driving, walking or taking public transportation 10. Respond appropriately to simple instructions and directions from medical/emergency personnel 	<ol style="list-style-type: none"> 1. Demonstrate understanding of new words in the context of everyday situations 2. Demonstrate understanding of some advertisements/announcements 3. Demonstrate understanding of WH and yes/no questions regarding a short listening passage 4. Respond appropriately to instructions or commands with several steps 5. Demonstrate understanding of simple past including some simple past irregular verbs 6. Interpret correct usage of pronouns (e.g., she v. her, he v. him, etc...) 7. Demonstrate understanding of basic telephone messages and simple voicemail systems 8. Demonstrate understanding of short stories by retelling 9. Demonstrate understanding of more complex driving instructions (e.g. law-enforcement commands) 10. Respond appropriately to instructions regarding health safety practices/communicable diseases

Skill Area: Listening

Intermediate Low	Intermediate High
<ol style="list-style-type: none"> 1. Demonstrate understanding of personal information 2. Demonstrate understanding of career information and goals (e.g. recorded conversations with a career counselor) 3. Demonstrate understanding of directions using sequence words (e.g. <i>before</i> and <i>after</i>) 4. Participate in level appropriate unscripted role-plays 5. Demonstrate understanding of level appropriate telephone calls 6. Demonstrate understanding of level appropriate health information (e.g. a pharmacist describing the proper use of a medication) 7. Demonstrate understanding of more complex emergency warnings 8. Demonstrate understanding of modified TV or internet news reports and interviews with visual cues related to familiar topics 9. Demonstrate understanding of spoken information on familiar topics that contain level appropriate grammar forms (e.g. present perfect tense, simple phrasal verbs) 	<ol style="list-style-type: none"> 1. Identify different opinions, and begin to detect differing mood and tones 2. Demonstrate understanding of level appropriate idioms 3. Demonstrate understanding of a major purchase information with learned vocabulary 4. Demonstrate understanding of more detailed telephone recordings and voicemail systems 5. Demonstrate understanding of a repairperson's assessment 6. Demonstrate understanding of some TV or internet news reports or interviews on familiar topics using fewer visual cues 7. Demonstrate understanding of spoken information on familiar topics that contain level appropriate grammar forms (e.g. embedded questions, passive voice) 8. Demonstrate understanding of academic information for self and family members (e.g. registering at a school)

Skill Area: Listening

Advanced Low	Advanced High
<ol style="list-style-type: none"> 1. Identify main ideas of level appropriate conversation 2. Demonstrate understanding of telephone conversations and messages 3. Demonstrate understanding of conversations on some unfamiliar topics 4. Identify some essential points of speeches and lectures intended for native speakers of English 5. Demonstrate an understanding of conversations with native speakers without much repetition or rewording 6. Identify the mood and/or tone of speakers 7. Demonstrate understanding of main ideas and some supporting details of information presented in diverse media and formats 8. Distinguish between formal and informal speech 9. Demonstrate understanding of conversations with diverse non-native speakers of English 	<ol style="list-style-type: none"> 1. Demonstrate understanding of advice related to daily and emergency situations 2. Demonstrate understanding of some inferences and meaning of song lyrics 3. Demonstrate understanding of abstract topics presented in familiar contexts (e.g. love, freedom) 4. Demonstrate understanding of descriptive and factual material in narrative form 5. Demonstrate understanding of main ideas and more supporting details of information presented in diverse media and formats 6. Distinguish formal and informal speech based on standard words and patterns 7. Demonstrate understanding of classmates' opinions of a video clip 8. Evaluate the credibility of media presentations 9. Demonstrate understanding of level appropriate conversations with native and non-native speakers of English

Skill Area: Speaking

Beginning Literacy	Beginning Low	Beginning High
<ol style="list-style-type: none"> 1. Use language expressing basic etiquette, including "Please" and "Thank You" 2. Greet and respond to greetings including introductions 3. Ask for and tell the time 4. Demonstrate understanding of simple questions, answers, and statements in conversations 5. Recite classroom directions and assignment instructions 6. Recite the alphabet and numbers 1-100 7. Answer simple questions with "yes" "no" or one-word phrase responses 8. Express basic needs with simple words 9. Repeat words for clarification and to improve pronunciation 10. Make statements that express past, present, and future using learned material (e.g., now, tomorrow, yesterday) 	<ol style="list-style-type: none"> 1. Make statements related to basic needs with simple phrases 2. Repeat phrases for clarification and to improve pronunciation 3. Demonstrate the ability to ask simple questions and respond to them 4. Say and understand telephone numbers, area codes, addresses, zip codes, bank account numbers, and social security numbers 5. Describe a location/driving directions with the appropriate preposition or direction word (e.g., turn left, go straight on Main Street) 6. Discuss familiar topics using previously learned vocabulary 7. Make a medical appointment 8. Discuss and describe health symptoms to a health care professional, using words or phrases 9. State personal goals 10. Ask and answer questions related to time 	<ol style="list-style-type: none"> 1. Ask and answer simple questions related to basic needs using phrases or simple statements 2. Communicate simple personal information on the telephone 3. Make statements in the past, present, and future tenses related to basic needs and common activities 4. Introduce oneself and others 5. Repeat words, phrases, and statements for clarification 6. Make, cancel, and reschedule general appointments 7. Express needs, goals, and desires 8. Make phone calls for information, for emergencies, and for social situations (making reservations, ordering food, calling friends) 9. Interact, complain, request assistance, and ask for information and clarification in general social situations 10. Use idioms in role-plays and learned material

Skill Area: Speaking

Intermediate Low	Intermediate High
<ol style="list-style-type: none"> 1. Introduce self and exchange personal information 2. Talk about career information and goals 3. Ask for and give directions using sequence words 4. Participate in more complex role-plays using learned material and basic idioms 5. Participate in more complex telephone calls 6. Participate in more complex medical and health conversations 7. Talk about health hazards and personal injury 8. Discuss current events and news 9. Talk about past experiences using present perfect tense 10. Ask for clarification on classroom material 	<ol style="list-style-type: none"> 1. Discuss different opinions and begin to identify differing moods and tones 2. Use idioms 3. Discuss sales information on a major purchase 4. Discuss information presented in diverse media formats 5. Discuss and clarify simple reading 6. Discuss and clarify a suggested repair from a repair person or technician 7. Leave a telephone message 8. Report or clarify academic information 9. Restate or clarify grammatical instructions 10. Report academic information for self and family members

Skill Area: Speaking

Advanced Low	Advanced High
<ol style="list-style-type: none"> 1. Clarify meaning through paraphrasing 2. Adjust the formality of the language used in face to face conversations according to different social situations 3. Participate with increased fluency in face-to-face and telephone conversations on topics which relate to social life, work, and current events 4. Ask and answer questions fluently with minimal errors 5. Speak with some fluency on technical subjects or on special fields of interest related to academic pursuits or work demands 6. Display some spontaneity and creativity in producing language patterns not previously learned or memorized 7. Participate in class discussion and/or presentations 8. Ask for clarification regarding the meaning of unfamiliar words, phrases and concepts 9. Speak for particular functions such as offering to do something, expressing sympathy, and making recommendations 10. Stress important words in sentences 	<ol style="list-style-type: none"> 1. Initiate and sustain a 10-minute discussion with a partner about a familiar or current event topic 2. Build on others' ideas and express one's own ideas clearly 3. Use idiomatic expressions relevant to academic and social situations 4. Justify a given point of view with persuasive language in a debate context 5. Express one's opinion regarding the credibility of ideas presented in diverse media formats 6. Ask and answer questions with native-like fluency 7. Give clear instructions in various contexts 8. Collaborate in groups to reach an agreed upon solution to solve a given problem 9. Role-play conversations in a variety of situations such as doctor- patient and tenant-landlord 10. Provide positive feedback and constructive criticism

Skill Area: Reading

Beginning Literacy	Beginning Low	Beginning High
<ol style="list-style-type: none"> 1. Discriminate between shapes of letters, numerals, and between upper and lower case letters (sound and symbol correspondence) 2. Match phonological sounds to letters (sound and symbol correspondence) 3. Read and understand common street and environmental signs with limited words 4. Read basic forms and documents needed for daily life (e.g., registration forms, applications, and CASAS forms) Note: Students are encouraged to commit these forms to memory through repetition; these forms may be necessary as part of life skills/functions 5. Read and interpret items from previously learned vocabulary that are appropriate to the level 6. Read and interpret basic classroom directions and assignment instructions 7. Read a three sentence paragraph using simple sentences 8. Read dates, phone numbers, zip codes, addresses, and social security numbers 9. Read and comprehend basic information about time such as in days, weeks, months, and years 10. Read basic conversations (dialogue) 	<ol style="list-style-type: none"> 1. Read high frequency words, phrases, sentences, and short paragraphs that are appropriate to the level 2. Match phonological sounds to letters and cluster of letters (sound and symbol correspondence) that are appropriate to the level 3. Read and interpret basic informational signs, charts, and biographical information 4. Read and complete simplified level-appropriate forms requiring personal information 5. Read and interpret items from previously learned vocabulary in simple and compound sentences and in questions 6. Read and interpret level-appropriate classroom directions and assignment instructions 7. Read simplified information in different writing formats such as paragraphs, letters, memos, and email 8. Scan familiar or basic text for key information and define the sequence of a simple narrative passage 9. Read and comprehend simplified information about time such as daily schedules and class schedules 10. Read simplified conversations (3 people in the dialogue) 	<ol style="list-style-type: none"> 1. Read high frequency words, phrases, sentences, paragraphs, and short stories that are level appropriate 2. Match phonological sounds to letters (sound and symbol correspondence) that are appropriate to the level 3. Read and interpret informational signs, charts, biographical information, and labels such as nutrition labels and warning labels 4. Read and complete level-appropriate forms requiring personal and other information (e.g., DMV forms) 5. Use predicting or decoding strategies to interpret new words in familiar contexts 6. Accurately read and interpret classroom directions, assignments, tests, and project instructions 7. Read information in different writing formats for main ideas in multi-paragraphs, short stories, and short articles 8. Skim, identify, and comprehend the main ideas in short stories, paragraphs, and short articles 9. Read and comprehend information in a narrative and identify the chronological order of events 10. Read and interpret conversations (many people in the dialogue)

Skill Area: Reading

Intermediate Low	Intermediate High
<ol style="list-style-type: none"> 1. Interpret simplified short narrative and descriptive passages on familiar topics 2. Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visual or other cues 3. Scan for specific information in simple life-skill materials (e.g., ads, schedules) 4. Predict meaning of unfamiliar vocabulary in material with a lot of contextual cues 5. Interpret newspaper or internet news headlines on familiar topics 6. Interpret abbreviations for familiar words and phrases commonly used in SMS (short message services), e.g., social media, text, and email 7. Interpret a short level-appropriate narrative passage about consumer documents 7. Interpret a short passage about safety preparedness 8. Interpret a short narrative and descriptive passage related to work (e.g. workers' rights, workplace safety, benefits) 9. Interpret a short narrative passage and descriptive passage related to government 	<ol style="list-style-type: none"> 1. Interpret simple authentic materials of familiar topics (e.g., newspaper articles on current events, public information notices) 2. Identify the main idea of a paragraph on a familiar topic 3. Guess the meaning of unfamiliar vocabulary and phrases from context 4. Find information that requires drawing from different sections of a reading passage 5. Use syntactic clues to interpret meaning of complex sentences or new vocabulary 6. Identify relationships within a passage by using syntactic clues (e.g., transitional words such as <i>therefore</i>) 7. Interpret level-appropriate work emails 8. Interpret informal text messages (text messaging abbreviations) and emails 9. Interpret short passages, forms, and labels related to health care 10. Interpret school registration materials, level-appropriate narratives and descriptive passages about consumer information

Skill Area: Reading

Advanced Low	Advanced High
<ol style="list-style-type: none"> 1. Interpret authentic materials with complex or compound sentences and controlled vocabulary on familiar subjects 2. Interpret edited materials, for example graded readers, on familiar subjects 3. Make inferences 4. Summarize reading passages 5. Identify main ideas and supporting details or examples from familiar materials 6. Deduce meaning from context and by analyzing the prefixes and suffixes of words 7. Read short stories and other recreational material 8. Become familiar with the differences between skimming for overall understanding and scanning for specific information 9. Begin to predict while reading narrative passages 10. Apply appropriate reading strategies for understanding content on unfamiliar topics or technical information 	<ol style="list-style-type: none"> 1. Identify key elements of literature (e.g., character, setting, plot) 2. Read level-appropriate academic texts with purpose and understanding 3. Become familiar with different types of literature (e.g., adventure, mystery, science fiction) 4. Read and interpret technical information from graphs, charts, and maps 5. Become familiar with extensive and intensive reading for different purposes (e.g., test preparation, research) 6. Read and evaluate various advertisements for employment, housing, and consumer products 7. Identify author's purpose and point of view 8. Utilize skimming for overall understanding and scanning for specific Information 9. Make predictions and inferences while reading narrative passages 10. Read and understand content on unfamiliar topics or technical information

Skill Area: Writing

Beginning Literacy	Beginning Low	Beginning High
<ol style="list-style-type: none"> 1. Copy shapes of letters, numerals, and distinguish upper and lower case letters (sound and symbol correspondence) 2. Copy and spell newly learned vocabulary 3. Copy a simple sentence with a subject and a verb based on familiar topics 4. Fill out basic personal information forms and documents such as first name, last name, address, social security number and telephone number 5. Copy simple descriptions of people, places, and things 6. Copy basic instructions or sequences of events such as directions, schedules or TPR action sequences 7. Write basic information in different writing formats such as basic charts, lists and diagrams 8. Write basic information about time such as the hour, days, weeks, months, and years 	<ol style="list-style-type: none"> 1. Write high frequency words, phrases, sentences, and short paragraphs that are appropriate to the level 2. Write and spell newly learned vocabulary 3. Write and recreate basic informational signs, charts, and biographical information 4. Fill out simplified forms requiring personal information that is appropriate to the level such as a modified medical history form 5. Write simple and compound sentences using previously learned vocabulary 6. Write simple directions and instructions such as simplified recipes 7. Write simplified information in different writing formats such as short paragraphs, letters, memos, and emails 8. Write a response to questions about key information from a given text 9. Write information about time such as daily schedules, and class and work schedules 10. Write simplified conversations (2 people in the dialogue) 	<ol style="list-style-type: none"> 1. Write high frequency words, phrases, sentences, paragraphs, and short stories that are level appropriate 2. Write and spell newly learned vocabulary that is level appropriate 3. Write informational signs, charts, and biographical information 4. Fill out forms requiring personal information that are appropriate to the level such as DMV forms and job applications 5. Write approximate definitions of new words using contextual clues 6. Accurately write classroom directions, assignments, tests, and project instructions 7. Write the main idea of multi-paragraphs, short stories, and short articles 8. Write a series of related sentences in paragraph form that support a main sentence 9. Write a narrative that follows chronological order 10. Write a conversation (at least 3 people in the dialogue)

Skill Area: Writing

Intermediate Low	Intermediate High
<ol style="list-style-type: none"> 1. Take notes from a short level-appropriate presentation 2. Write a letter based on a simple template, such as a cover letter or letter of recommendation 3. Write simple letters/emails including simple invitations and thank-you notes 4. Complete simple authentic forms (e.g. medical history, job application, banking) 5. Write level appropriate instructions (e.g., recipes, directions) 6. Write simple letters or emails of complaint or compliment 7. Summarize a paragraph or short passage 8. Write short, work-related correspondence including emails, bulletins, notices and memos and job reviews 9. Complete a graphic organizer, chart or list 10. Write a two paragraph essay about a familiar topic such as short and long term goals 	<ol style="list-style-type: none"> 1. Take accurate level appropriate dictation such as phone messages, classroom assignments or job instructions. 2. Write more complex topic sentences and supporting details sentences to form paragraphs. Develop ideas more thoroughly. 3. Write formal thank-you notes/emails, as well as letters of complaint and praise 4. Complete more complex authentic forms (e.g. medical history, job application, banking) 5. Write level appropriate instructions and descriptions (e.g. recipes, directions and autobiographical stories) 6. Write multi-paragraph personal letters, stories and essays. Use punctuation correctly. 7. Write a short paragraph describing information in a chart or graph 8. Write a summary of a level appropriate article 9. Write more complex, work related correspondence/emails including: instructions and notices, recommendations and evaluations.

Skill Area: Writing

Advanced Low	Advanced High
<ol style="list-style-type: none"> 1. Complete a wide variety of authentic forms such as accident reports and applications 2. Take simple notes from media presentations, lectures and interviews 3. Expand and combine simple sentences by adding modifying words, clauses, and phrases 4. Write paragraphs using correct punctuation 5. Use transition words within paragraphs 6. Write letters to accompany job applications and letters of complaint 7. Write summaries of reading passages 8. Demonstrate pre-writing strategies such as brainstorming and outlining 9. Demonstrate understanding of the fundamentals of essay structure such as intro, body, and conclusion. 10. Demonstrate the appropriate use of formal and informal writing such as class assignment versus an email 	<ol style="list-style-type: none"> 1. Produce clear and coherent writing in which the development and organization are appropriate to task and purpose 2. Develop and strengthen writing as needed by planning, revising, editing or rewriting 3. Focus writing for a specific purpose and audience 4. Write essays on familiar topics using different rhetorical modes such as compare/contrast, and cause/effect 5. Take detailed notes from reading passages, lectures, or interviews 6. Use technology, including the Internet, to produce and publish individual and shared writing projects 7. Use pre-writing strategies to draft an essay 8. Demonstrate familiarity with the research paper writing process such as finding sources and making citations

Skill Area: Grammar

Beginning Literacy	Beginning Low	Beginning High
<p><i>Demonstrate a beginning understanding of the following:</i></p> <ol style="list-style-type: none"> 1. Simple sentences (subject, verb, object) 2. The verb “to be” in the simple present 3. Simple pronouns 4. Proper and common nouns 5. Common prepositions (e.g., of time and location) 6. Imperatives 7. Simple present forms (e.g., daily activities) 8. Simple past forms 9. Simple modals of permission (e.g., “Can I...” “May I...) 10. Simple questions e.g., yes/no questions and some wh- questions 	<p><i>Demonstrate an understanding of the following:</i></p> <ol style="list-style-type: none"> 1. Simple and compound sentences using and, but, and so 2. The verb “to be” in the simple present and simple past 3. Subject, object, and possessive pronouns 4. Level-appropriate common nouns including more complex nouns 5. Prepositions (e.g., of time and location) 6. Practical application of imperatives (e.g., recipes, giving directions) 7. Practical application and identification of simple present forms 8. Practical application and identification of simple past forms 9. Modals of ability (e.g., “I can run...”) 10. Wh and yes/no questions 	<p><i>Demonstrate an understanding of the following:</i></p> <ol style="list-style-type: none"> 1. Compound sentences using all the coordinating conjunctions (e.g., for, and, but, or, and so) 2. The verb “to be” in the simple present, simple past, and simple future 3. Comparative and superlative forms of adjectives 4. Complex nouns that are appropriate to the level (e.g., quantifiers for count and non-count nouns) 5. Prepositions of time, location, and description 6. Practical application of imperatives and suggestions (e.g., “Let’s go....”, “Why don’t we.....”) 7. Difference between simple present and present continuous forms 8. Past continuous form 9. More complex modal (e.g., could, should, might, and may) 10. More complex Wh questions including how

Skill Area: Grammar

Intermediate Low	Intermediate High
<p><i>Students begin to use, with some control, the following grammar forms:</i></p> <ol style="list-style-type: none"> 1. Dependent clauses with "when", "before," and "after" 2. Comparatives with "as + adjective + as" 3. Gerunds as subjects and objects 4. Present perfect 5. Verb + infinitive 6. Modals (e.g., can/could, may/might, shall/should, will/would, must) in the affirmative and negative forms 7. Phrasal verbs, separable and inseparable 	<p><i>Students begin to use, with some control, the following grammar forms:</i></p> <ol style="list-style-type: none"> 1. Past habitual (e.g., used to) 2. Sentences with past continuous and simple past 3. Passive vs. active voice in present tense 4. Preferences with "would rather" 5. Real conditional if clauses in present and future forms (e.g., If it rains, I'll stay home tomorrow.) 6. Polite requests (e.g., Could you please.....?)

Skill Area: Grammar

Advanced Low	Advanced High
<p><i>Demonstrate control of:</i></p> <ol style="list-style-type: none"> 1. Verb tenses: simple versus perfect 2. Gerunds and infinitives as subjects and objects 3. Passive voice, present and past 4. Modals of possibility and probability used for logical conclusions in present, past, and future (e.g., She must be sick.) 5. Use of articles (e.g., a, an, some, the) 6. Use past and present participles as adjectives (e.g., interested, interesting) 7. Conditionals real and unreal (e.g., If I had a million dollars, I would be....) 8. Direct and indirect speech/reported speech (e.g., She said, "Get me a drink.") 9. Tag questions (e.g., She's a smart shopper, isn't she?) 10. More complex phrasal verb forms, literal and figurative 	<p><i>Demonstrate control of:</i></p> <ol style="list-style-type: none"> 1. Verb tenses including simple, perfect, continuous forms 2. Using gerunds in adverb phrases and adverbial phrases 3. Use connectors (e.g., coordinating, subordinating, and transitional words). 4. Passive voice, all forms (e.g., causative, stative, reported). 5. Modals of necessity (e.g., obligation, warning, advice, expectation, suggestion, no obligation). 6. Adjective clauses and phrases 7. Subjunctive 8. All forms of reported speech including questions and statements 9. Noun clauses 10. Idiomatic expressions